

Fayoum governorate

Yousef El-Sadeek Directorate

Qaser El-Gebali prep school



New Hello!

English preparation notebook

1st year prep- 1st Term

By Mr- Adel Abd Elhady Ibrahim

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.... Governorate
.... Directorate

English preparation notebook

Personal information

Teachers name:

Adress :

School :

Date of birth :

Year :

classes :

Mobile :

Email:

First year prep									
Day	class	1st	2nd	3rd	4th	5th	6th	7th	8th
	From To	From To	From To	From To	From To	From To	From To	From To	From To
Sun.	class								
Mon.	class								
Tues.	class								
Wed.	class								
Thurs.	class								

Ministry of Education
ELT Counsellor's office
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توزيع منهج اللغة الانجليزية للصف الأول الاعدادى

First term

Months	

Second term

Months	

Teacher **Senior teacher** **Supervisor** **Director**

Objectives of Teaching English as a Foreign Language in the Preparatory Stage

1.a : To acquire and develop the four language skills interactively.
1.b : To help the students communicate in English within the limited scope of the number of hours allocated to the course.
1.c : Consequently, learning the first foreign language may be considered as a basis the students can build on at a later stage.

* Specific Aims:

2.a : To enable the students to understand the lexical items, syntactic structures, phonological features and functional items they are exposed to within the limits of what they have acquired.
2.b : To enable the students to express themselves orally in English through the use of simple expressions and sentences, taking into account the correct pronunciation.

* The Four Skills:

Teaching will aim at acquiring and developing all skills in an integrated way for
most of the time.

3.a : Listening:

- Distinguishing sounds and words.
- Understanding a limited range of vocabulary items.
- Understanding simple sentences, questions, instructions and directions and responding to them.
- Understanding a wider range of vocabulary.
- Understanding different forms of questions.
- Identifying topics of situational dialogues.

3.b : Speaking:

- Producing words and sentences.
- Producing short utterances.
- Taking part in simple dialogues.
- Producing questions and answers.
- Re-telling a story.
- Making simple requests.
- Telling a story or dramatizing it as a play.

3.c : Reading:

- Identifying a range of vocabulary items.
- Responding appropriately to simple sentences and short paragraphs.
- Scanning and skimming texts for information.
- Answering questions on a text.

3.d : Writing:

- Completing and constructing simple sentences.
- Writing a letter following instructions.
- Writing a paragraph by answering questions or any other kind of guidance.

Teacher Senior teacher Supervisor Director

A map of learning Outcomes ***1st term 2019 /2020***

School's name:

English supervision ***Stage: prep 1***

Content (unit)	Objectives	Teaching Strategies	Activities	Assessment	Evidence
Unit 1 My family and me	*Read an interview with twins* *Listen to an interview with twins* *Talk about your family* *Focus on love of family*	*Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing*	*Internet search* *Write a paragraph* *Read and answer* *Do a project*	*Oral Exercises written exercises observation*	*Preparation notes (absence)* *Mark register Student's book* *Note books*
Unit 2 It's my favorite subject	*Read descriptions of schools around the world* *Ask and answer about school* *Use adverbs of frequency and possessive's and s'*	*Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing*	*Internet search* *Write a paragraph* *Read and answer* *Do a project*	*Oral Exercises written exercises observation*	*Preparation notes (absence)* *Mark register Student's book* *Note books*
Unit 3 Different people	*Read a description of a sports star* *Describe people* *Use have/ has got*	*Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing*	*Internet search* *Write a paragraph* *Read and answer* *Do a project*	*Oral Exercises written exercises observation*	*Preparation notes (absence)* *Mark register Student's book* *Note books*
Review	*To review and practice the vocabulary and structures On units 1 – 3*	*Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing*	*Internet search* *Write a paragraph* *Read and answer* *Do a project*	*Oral Exercises written exercises observation*	*Preparation notes (absence)* *Mark register Student's book* *Note books*
Unit 4 We're using technology	*Read a text message conversation* *Describe the technology in your classroom* *Be cooperative* *Use the present continuous*	*Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing*	*Internet search* *Write a paragraph* *Read and answer* *Do a project*	*Oral Exercises written exercises observation*	*Preparation notes (absence)* *Mark register Student's book* *Note books*

Unit 5 Holidays	***Read a description of a holiday Describe a place Use past simple Learn to be respectable***	***Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing***	***Internet search Write a paragraph Read and answer Do a project Write an advertisement***	***Oral Exercises written exercises observation***	***Preparation notes (absence) Mark register Student's book Note books***
Unit 6 Let's eat!	***Read a recipe; reviews of a dish Ask and answer about food Use countable and uncountable nouns with some and any***	***Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing***	***Internet search Write a paragraph Read and answer Do a project***	***Oral Exercises written exercises observation***	***Preparation notes (absence) Mark register Student's book Note books***
Review 2	***To review and practice the vocabulary and structures On units 4-6***	***Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing***	***Internet search Write a paragraph Read and answer Do a project***	***Oral Exercises written exercises observation***	***Preparation notes (absence) Mark register Student's book Note books***

Teacher's signature ***Senior teacher's signature*** ***Headmaster's signature***

Unit 1 " My family and me "

Lesson (1) SB Pages (2 and 3) WB page 72

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • Welcome the students to their new class • Introduce the Student's Book to the students • Talk about family members. • Discuss some questions about family.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: aunt brother dad mum grandfather grandmother sister son family **Structures:** **Pronouns** **Possessive adjectives** ***my, your, his, her, its, our, their***	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What's your name? **Presentation:** **1-Read and write the names of the people 1–10**. 1 -Draw attention to the Objectives box on page 3, which refers to the objectives of the unit, and explain in Arabic if necessary. 2 -Now tell the students to read about the family members. **2- Reread and find:** - Ask the students to complete the gaps 1n exercise 2. Help them if necessary. **3- Look at Ali's family. Circle the correct words.** - Ask the students to read the questions. Tell them that the information they need is in the text in exercise 2. **4- Work in pairs. Discuss.** - Ask the students to work in pairs. They will take turns. Every student will talk about his / her family. **WB** **1- Complete the crossword.** **2- Listen and complete the text** **3- Complete the sentences** **Assessment:** **Oral questions:** **Written Exercises:**	Teacher's preparation book Students' note books Student's' activity books	**5 m** 15 m 15 m 5 m

Home Assignment:WB page 72

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher **Senior teacher** **Supervisor** **Director**

Unit 1 " My family and me "

Lesson (2) SB Pages (4 and 5) WB page 73

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • use the present simple • ask and answer questions about family.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** twins chess voluntary work drums band **Structures:** **The present simple** I play the drums. She plays chess. I don't play football. She doesn't go swimming.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Have you got a brother or sister? **Presentation:** **1- Have you got a brother or sister? Have you got the same hobbies as your brother or sister?** -Ask the students to answer the above mentioned questions. **2- Read the interview and answer the question. Hazem and Hatem both love football. True or False?** -Ask the students to read the interview with twins brothers Hazem and Hatem and answer the questions in exercise 2. **3- Look at the photos and talk about the hobbies you like.** **4- Read the interview again and answer the questions.** **5- Listen and complete the diaries.** **WB** **1- Read and match the words with their meanings.** **2- Complete the table.** **3- Complete the sentences** **4 -Write about your hobbies** **Assessment:** Oral questions: Written Exercises:	Teacher's preparation book Students' note books Student's' activity books	**5 m** 15 m 15 m 5 m

Home Assignment:WB page 73

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Unit 1 " My family and me "

Lesson (3) SB Pages (6 and 7) WB page 74

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • ask and answer about hobbies • listen to a conversation between Sami and Aya. • Learn about some countries. • ask and answer questions using the present simple tense.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: hobby music football swimming how long **Structures:** -I play football. -I don't play football. -Do you play football? -Does he play football?	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What's your favourite hobby? **Presentation:** **1- Think of different hobbies. Then ask and answer.** -Ask the students to answer the questions. Let everybody to talk about his / her own hobbies. **2- Look at the table. Are sentences 1 and 2 true (T) or false (F)?** -Ask the students to complete the table then put T or F. **3- Correct the underlined words.** **4- Listen to Sami and Aya. Which three countries do you hear in the conversations?** **5- Listen again and answer the questions.** **WB** 1- Complete the text with these words. 2- Reorder the words to make questions. 3- Match the questions in Exercise 2 to these answers. **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5M 15m 15m 5m

Home Assignment:WB page 74

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher | Senior teacher | Supervisor | Director

Unit 1 " My family and me "

Lesson (4) SB Page (8) WB page 75

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • read about Heidi. • ask and answer about yourself. • discuss some questions about the story.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** orphan attic mountain goat birds flowers adventure **Structures:** -Heidi lives with her grandfather. - Heidi lives in Switzerland. - She drinks milk. - Her friend is called Peter.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you like reading stories? **Presentation:** **1- Do you know the story of Heidi? Where does she live?** -Ask the students to read the story of Heidi and answer the question. **2- Read the story and put these pictures in the correct order.** -Ask the students to read the story again and reorder the pictures. **3- Read the story again. Find these words in the text.** -Ask the students to reread the story and complete the sentences with the correct word from the text. **4- What do you think Heidi learns when she lives with her grandfather?** **5- Add two sentences to end the story.** **6- Read the sentences about Heidi.** **WB** **1- Complete the sentences.** **2- Complete the table. Can you add any words?** **3- Match the description to the people in the story.** **4- Answer the questions about Heidi.** **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (75)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Unit 1 " My family and me "

Lesson (5) SB Page (9) WB page 76

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • answer some questions about the story of Heidi from the last lesson. • complete a diagram food and hobbies. • write a paragraph about family. • learn more about family tree.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: food cheese bread hobby Play football diagram **Structures:** - My best friend's name is Mustafa. - How old is he? - Where does he live?	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you remember the story of Heidi? **Presentation:** **1- Ask and answer the questions in pairs.** -Ask the students to read the story of Heidi from lesson 4 and answer the question. **2- Think of other words you know for food and hobbies and write them on the diagram.** -Ask the students to group words together like in the diagram. **3- Think of a friend or a person in your family. Write answers to these questions.** -Ask the students to answer the questions about a person in their family and write a paragraph. **4- Ask and answer the questions in pairs.** **WB** **1- Complete the sentences.** **2- Complete the table. Can you add any words?** **3- Match the description to the people in the story.** **4- Answer the questions about Heidi.** **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:. WB Page (76)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Unit 1 " My family and me "

Lesson (6) SB Page (10) WB page 77

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Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • read a passage about Habiba Marzouk • write a description about someone in the family. • learn more about punctuation marks.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: gymnast gymnastics busy train top Olympics healthy strong **Structures:** - Habiba Marzouk is a gymnast. - She is 18 and lives in Cairo with her family.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you know about gymnastics? **Presentation:** **1- Read about Habiba Marzouk. Which sport makes her happy?** -Ask the students to read about Habiba Marzouk and answer the question. **2- Read again and correct the underlined words.** -Ask the students to read again and correct the underlined words in Exercise 2. **3- Write a description of someone in your family.** -Ask the students to answer the questions about a person in their family and write a paragraph. **WB** **1- Read about Habiba Marzouk again and complete these sentences.** **2- Read and punctuate.** **3- Choose the correct answer.** **4- Write about your usual week.** **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:WB page 77

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **senior teacher** **supervisor** **Director**

Unit 1 " My family and me "

Lesson (7) SB Page (11) WB page 78

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • review and practise the vocabulary and structures of the unit • practise using capital letters correctly	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: No new vocabulary Structures: No new Structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you remember about your family tree? **Presentation:** **1- Work in pairs. Look at Ali's family tree and make sentences.** -Ask the students to make sentences about Ali's family tree. **2- Read and complete the text.** -Ask the students to complete the text about Lama using the correct verb.. **3- Write the third person form of these verbs. Then write a sentence with *He* or *She*.** -Ask the students to write the third person form of the verbs in exercise 3. **WB** **1- Reorder the letters to make words for people in the family.** **2- Read and complete the country names.** **3- Complete the sentences with a possessive adjective.** **4- Read the passage from your Student's Book page 11 again.** **5- Read and correct the sentences.** **Assessment:** Oral questions Written Exercises	*Teacher's preparation book* *Students' note books* *Student's' activity books*	5m 15m 15m 5m

Home Assignment:WB Page (78)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher senior teacher supervisor Director



Unit 2 " It's my favourite subject "

Lesson (1) SB Pages (12 and 13) WB page 79

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • Ask the students about their favourite subjects. • learn more about telling the time. • Talk about school timetable.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** favourite subject art science maths social studies English Arabic break **Structures:** 1- How many lessons do they have every day? 2- What subjects do they study?	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What's your favourite subject? **Presentation:** **1- Look at Amal and Injy's timetable and answer the questions.** 1 -Draw attention to the Objectives box on page 12, which refers to the objectives of the unit, and explain in Arabic if necessary. 2 -Now tell the students to read about school subjects. **2- Listen and complete the timetable.** - Ask the students to listen to the text and answer the questions. 2. Help them if necessary. **3- Listen again and answer the questions.** - Ask the students to listen again and answer the questions. **4- Say the times. Listen and check.** - Ask the students to work in pairs. They talk about how tell the time correctly. **WB** **1- Write the school subjects.** **2- Write the times in words.** **3- Answer the questions.** **Assessment:** Oral questions: Written Exercises:	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:WB page 79

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher **Senior teacher** **Supervisor** **Director**



Unit 2 " It's my favourite subject "

Lesson (2) SB Pages (14 and 15) WB page 80

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • learn more about daily life around the world. • use the present simple. • use the adverbs of frequency correctly.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: typical bell hall library playground **Structures:** The present simple 1- How does Akeyo get to school? 2- Why does it take a long time? 3- What time does school start? 4- What do Akeyo and her friends do at break? 5- When does Akeyo go to bed?.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** How often do you go to school? **Presentation:** 1- Look quickly at the text. When does school finish? -Ask the students to the text and answer the questions in Ex 2 and 3. 2- Look at the words in **bold** in the text. Match the words and the definitions. 3- Read the text again and answer the questions. 4- Look at the adverbs of frequency. How often ... 5- Complete the sentences about Akeyo and her brother, Yaro. 6- Complete the table for you. 7- Ask and answer the questions in pairs. **WB** 1- Complete the sentences with these words. 2- Complete the table with these words. 3- Now rewrite these sentences with an adverb of frequency. 4- Write about your day and your friend's. **Assessment:** Oral questions: Written Exercises:	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:WB page 73

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Unit 2 " It's my favourite subject "

Lesson (3) SB Pages (16 and 17) WB page 81

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • learn more about possessive's. • ask and answer about objects. • find the differences between two pictures. • correct the underlined words in the sentences. • learn more about rules.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: notebook football shirts cap T-shirt whose **Structures:** -It's the **girl's** notebook. -The **girl's** name is Lama. -It's **Salma's** book. -It's the **girls'** picture. -The **girls'** names are Judy and Ola.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What's your favourite hobby? **Presentation:** **1- Look at the table and complete the sentences with the names in brackets.** -Ask the students look at the picture and read the names. Ask them to read the names then ask a question (Whose bag is this? It's Magdy's.) then let them complete the sentences blow. **2- Work in groups. Put objects on the table. Ask and answer.** **3- Find the differences between the pictures.** **WB** **1- Listen and match the objects with the people.** **2- Now complete the sentences.** **3- Read and correct the underlined words.** **4- Which rules do you follow at home?** **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5M 15m 15m 5m

Home Assignment:WB page 81

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Unit 2 " It's my favourite subject "

Lesson (4) SB Page (18) WB page 82

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • learn about some means of transport. • learn about some countries. • write about your journey to school. • ask and answer some questions about your school.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: journey canoe bike snowmobile Uganda cycle cheep healthy **Structures:** 1- How do you travel to school? 2- How long does it take? 3- Why do some children need to take difficult journeys to school? 4- Why is it important to go to school?	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: How do you go to school? Presentation: 1- Look at the photos and answer the questions. -Ask the students to look at the photos and answer the question about means of transport. 2- Read the text and check your answers to Exercise 1. -Ask the students to read the text and check their answers from Ex 1 . 3- Match the speakers with the correct parts of the text in Exercise 2. 4- Listen and check your answers to Exercise 3. 5- Answer the questions. 6- Write about your journey to school in your notebook. Think about these questions. **WB** 1- How many forms of transport do you know? Complete the table. 2- Read Student's Book page 18 again. Choose the correct word. 3- Complete the sentences with *at*, *in* or- . 4- Write about your journey to school. Assessment: Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (82)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director



Unit 2 " It's my favourite subject "

Lesson (5) SB Page (19) WB page 83

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • ask and answer some questions about the school day. • put a dialogue in the correct order. • write a paragraph about your favourite subject.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: hobbies timetable food favourite children good at **Structures:** -When have we got Computer Studies? -It's after break. -Are you good at Computer Studies? -Yes, I'm not bad at it.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Are you good at computer studies? **Presentation:** **1- Look at the photo and answer the questions.** -Ask the students to look at the photon in ex.1 and answer the questions. **2- Listen and check your answers to Exercise 1.** -Ask the check their answers in Ex1 through listening text.. **3- Complete the questions.** -Ask the students to answer the questions. Then check their answers. **4- Match the questions in Exercise 3 with these answers.** **5- Work in pairs. Use the questions in Exercise 3 to ask and answer questions about your school day.** **WB** 1- Put the dialogue into the correct order. 2- Look at the graph. Read and number in order from best to worst. 3- Answer the questions. **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:. WB Page (83)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Unit 2 " It's my favourite subject "

Lesson (6) SB Page (20) WB page 84

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Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • read a passage about your daily life. • use punctuation correctly. • use adverbs of frequency.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: preparatory music watch always sometimes shower **Structures:** a- What do you usually do after school? b- How old are you, and where are you from? c- What subjects do you like?	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you usually do after school? **Presentation:** **1- Read about Amira. Write the questions a–c in the correct places.** -Ask the students to read the text carefully and put the questions in their correct places. **2- Read the text again. Are these sentences true (T) or false (F)?** -Ask the students to read again and decide which one is correct or false. **3- Now write about a day in your life. Use adverbs of frequency.** -Ask the students to write about their daily life using adverbs of frequency. **WB** **1- Read the email and write the missing sentences a–c in the right places.** **2- Read the email again and answer the questions.** **3- Write Nagwa's reply to Nesma.** **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:WB page 84

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **senior teacher** **supervisor** **Director**



Unit 2 " It's my favourite subject "

Lesson (7) SB Page (21) WB page 85

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • review and practise the vocabulary and structures of the unit	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: No new vocabulary Structures: No new Structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: What time is it now? Presentation: 1- Say the times. -Ask the students to look at the picture then tell the time. 2- Match the words from A and B to make daily activities. -Ask the students to match the verb with the correct activity then make a sentence. 3- Whose things are these? Which subjects are they for? Make sentences. -Ask the students to make sentences about possessions. 4- Add the adverbs of frequency to these sentences. WB 1- Read and match. 2- Complete the times. 3- Choose the correct answer from a, b, c or d. 4- Quiz! Can you match the flags and the countries? 5- Now make sentences about the flags in Exercise 4. Assessment: Oral questions Written Exercises	*Teacher's preparation book* *Students' note books* *Student's' activity books*	5m 15m 15m 5m

Home Assignment:WB Page (85)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher senior teacher supervisor Director



Unit 3 " Different people "

Lesson (1) SB Pages (22 and 23) WB page 86

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • learn some adjective to describe people. • learn to use has got / have got correctly. • learn to write descriptions of people.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** beard straight blond curly moustache long dark glasses **Structures:** - I / You / We / They **have got ('ve got)** dark hair. - I / You / We / They **have not (haven't)** got blond hair. - He / She **has got ('s got)** curly hair.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** How old is your uncle? **Presentation:** **1- Listen. Tick (✓) the picture of Samir.** - Ask the students to listen and tick the write pictures. **2- Listen again. Answer the questions** - Ask the students to again and answer the questions.. **3- What do you look like? Work in pairs. Describe your family.** - Ask the students try to describe some members in their families. **4- Choose a friend. Then ask and answer.** - Ask the students to work in pairs to ask and answer some questions. **WB** 1- Complete the descriptions with these words. 2- Complete the sentences with the correct form of *have got*. 3- Write descriptions of these people. **Assessment:** Oral questions: Written Exercises:	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:WB page 86

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher **Senior teacher** **Supervisor** **Director**



Unit 3 " Different people "

Lesson (2) SB Pages (24 and 25) WB page 87

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • read a text about Mohamed Salah. • match the words and their opposites. • complete the sentences with can & can't. • read a text about Doaa Alghobashy.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** smile kind fans Europe footballer **Structures:** 1- Which sport does Mohamed Salah play? 2- Why does he score a lot of goals? 3- How tall is he? 4- How does he help people?.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What time does English finish on Monday? **Presentation:** 1- Look at the photo. What do you know about this sports star? -Ask the students to introduce some information about Mo-Salah. 2- Read and check your answers to Exercise 1. 3- Read again and answer the questions. 4- Work in pairs. Match the words with their opposites. 5- Complete the sentences with the correct adjectives. 6- Listen and circle the correct words. 7- Describe your favourite sports star. **WB** 1- Choose the correct words. 2- Write the names of two people or things which are: 3- Complete the sentences with *can* or *can't.* 4- Use the expression in Student's Book page 25, Exercise 7. **Assessment:** Oral questions: Written Exercises:	Teacher's preparation book Students' note books Student's' activity books	**5 m** 15 m 15 m 5 m

Home Assignment:WB page 87

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director



Unit 3 " Different people "

Lesson (3) SB Pages (26 and 27) WB page 88

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • ask and answer about the student' favourite sport. • listen to a game and write the order. • Learn about some countries. • read a blog post.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** blog website twice boring **Structures:** - Does he / she like playing basketball? - Yes, he / she does. No, he / she doesn't.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What's your favourite sport? **Presentation:** 1 Read the blog post quickly. What is Yunis's favourite sport? -Ask the students to read the text then answer the questions. 2 Read the blog post again. Are these sentences true (T) or false (F)? -Ask the students to the text again then put T or F. 3- Listen to the game and write the order. 4- Listen again and check your answers to Exercise 3. 5- Listen again and answer the questions. 6- Play the game with your partner. **WB** 1- Complete the sentences with the correct form of the verb in brackets. 2- Read the blogs and write the questions a–c in the correct place. 3- Now answer the questions in Exercise 2 to write a blog about you. **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5M 15m 15m 5m

Home Assignment:WB page 88

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Unit 3 " Different people "

Lesson (4) SB Page (28) WB page 89

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • read about Alice's Adventures in Wonder land. • ask and answer about the story. • use the dictionary to check the meaning of some words. • describe a character.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** angry scary brave busy clever sensible **Structures:** 1- Who is the main character? 2- Which other characters are in the book? 3- Who has got a big smile? 4- Who is not very nice?	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you like reading stories? **Presentation:** 1- Look at the pictures. What do you think the story is about? Is it a true story? -Ask the students to read the story and ask them Is this story true? 2- Read the story and answer the questions. -Ask the students to read the story again and answer the questions. 3- Look at the adjectives in red. Use a dictionary to check the meaning. Write the words in your notebook. -Ask the students to use their dictionaries to check the meaning of the words in red. 4- Play a game. Describe a character from the story for your partner to guess. **WB** 1- Choose the correct answer from a, b, c or d. 2- Read *Alice's Adventures in Wonderland* again and answer the questions. 3- Describe a character in a book or film. **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (89)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director



Unit 3 " Different people "

Lesson (5) SB Page (29) WB page 90

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • answer some questions about the story of Alice's Adventures in Wonder land. • complete information about books. • ask the students about their favourite books.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** food cheese bread hobby Play football diagram **Structures:** - I love reading books by (name of writer) - My favourite book is .... -It's about a girl/boy called...... -The other characters are..............	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you remember the story Alice? **Presentation:** 1- Answer the questions. -Ask the students to read the story of Alice from lesson 4 and answer the question. 2- Look at the photos. Tell your partner what you like / love / don't like doing. -Ask the students to discuss the questions in Ex 2. 3- Which books do you like? Complete the information. -Ask the students to answer the questions about their favourite kind of books. 4- Work in pairs. Discuss your favourite book. **WB** 1- Listen and complete the sentences. 2- Match the book reviews to the names of the books. Then write them. 3- Now write a review of your favourite book. **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:. WB Page (90)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director



Unit 3 " Different people "

Lesson (6) SB Page (30) WB page 91

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • read a blog post about your best friend. • write a blog post about a famous person. • use "but" or "and" correctly. • learn some writing tips.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** wheelchair together appearance Personality **Structures:** 1- How are people in your life different from you? 2- Are differences important? Why/Why not?	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Who is your best friend? **Presentation:** **1- Read Fady's blog post. Why can't Fady and Basel always do the same things?** -Ask the students to read about fady and Basel and guess the meanings of new words. **2- Read the text again and answer the questions.** -Ask the students to read again and answer the questions in Ex 2. **3- Write a blog post about a friend in your notebook. Think about:** -Ask the students to answer the questions about a person in their family and write a paragraph. **WB** **1- Complete the sentences with *and, because* or *but*.** **2- Read and match the questions and the answers.** **3- Write about a famous person.** **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:WB page 91

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher　　senior teacher　　supervisor　　Director



Unit 3 " Different people "

Lesson (7) SB Page (31) WB page 92

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • review and practise the vocabulary and structures of the unit • make a poster about famous person.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: No new vocabulary Structures: No new Structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you remember about your best friend? **Presentation:** **1- Read and complete the words in each group.** -Ask the students to complete each group with a suitable word. **2- Read and circle the correct words.** -Ask the students to circle the correct word. **3- Read and complete the sentences about Magda.** -Ask the students to complete the sentences about Magda. **4- Ask and answer about Magda.** **WB** **1- Complete the diagram.** **2- Answer the questions for you.** **3- Read and correct the underlined words.** **4- Describe your brothers, sisters or cousins.** **Assessment:** Oral questions Written Exercises	*Teacher's preparation book* *Students' note books* *Student's' activity books*	5m 15m 15m 5m

Home Assignment:WB Page (92)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher senior teacher supervisor Director



Review A

Lesson (1) SB Page (32)

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • review and practise the vocabulary and structures of Units 1and 2.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** No New vocabulary **Structures:** No New structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you like koshari? **Presentation:** **1 Read the text. Write a title and circle the correct words.** - Ask the Students to read the texts carefully then they will try to find the correct title for each text they will circle the correct word. **2- Now match the paragraphs with the photos.** - Ask the Students to read the text again and match the paragraphs with the correct photo. **3- Read the text again and circle the correct words.** **4- Make sentences. Use the words from the box.** - Ask the students to make sentences using the words then check their answers. **Assessment:** **Oral questions:** **Written Exercises:**	Teacher's preparation book Students' note books Student's' activity books	

Home Assignment: SB Page (32)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Review A

Lesson (2) SB Page (33) WB Pages (93 and 94)

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • review and practise the vocabulary and structures of Units 1and 2.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: No New vocabulary Structures: No New structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: Have you got any bread? Presentation: 1 Look at the timetable. Ask and answer the questions in pairs. 2 Listen to Shady talking about his day. Circle the correct words. 3- Look at the information. Complete the sentences. **WB** 1- What does Ali do every week after school? 2 - Listen and circle the correct words. 3- Read and match the girls with the bags. 4- Read the text again and choose the correct answer from a, b, c or d. 5- Read about the twins. 6- Answer the questions. 7- Read and correct the mistakes in these sentences. 8- Listen and circle the word that you hear. 9 Write about your favourite character in a book. **Assessment:** **Oral questions:** **Written Exercises:**	*Teacher's preparation book* *Students' note books* *Student's' activity books*	

Home Assignment: WB Page (94)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Unit 4 " We're using technology "

Lesson (1) SB Pages (34 and 35) WB page 95

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To read a range of high-frequency words and CVC words. • To use glossaries to determine or clarify the meaning of words and phrases. • To read short, simple sentences. • To identify key details in short, familiar texts.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** laptop computer mobile phone mouse MP3 player phone charger printer tablet **Structures:** *There is / there are*; the present continuous	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you have a smart phone? **Presentation:** **1- Read Ziad's description of his classroom. Are the sentences true (T) or false (F)? Correct the false sentences.** - Draw students' attention to the speech bubble at the bottom of page 34 and explain that the boy is talking about the classroom picture at the top of page 35. **2- Listen to the description of the classrooms. Tick (Π) the correct picture.** Read though the instruction with the class and explain that they have to choose the correct picture. **3- Now describe one of the pictures to your partner. Which picture is it?** **4- Work in pairs. Ask and answer questions about your classroom.** **WB** 1- Write the correct word next to the number. 2- Circle the correct words. 3- Look at the picture and complete the sentences with these words. 4- Write a description of your classroom. **Assessment:** Oral questions: Written Exercises:	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment: WB page 95

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher **Senior teacher** **Supervisor** **Director**



Unit 4 " We're using technology "

Lesson (2) SB Pages (36 and 37) WB page 96

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To read short, simple sentences. • To use glossaries and beginner's dictionaries to determine or clarify the meaning of words and phrases. • To skim grade-appropriate text to get the general idea. • To identify key details in short, familiar texts. • To write short, explanatory texts. • To form and use the simple verb tenses (present continuous). • To ask and answer questions in order to get information.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** online 3D printer selfie click on the icon look at a website make a video call tap on the icon **Structures:** To practice using the present continuous .	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you have a laptop? **Presentation:** **1- Read the text message conversation. What is in this photo?** Direct students' attention to the photo at the top of the page. Ask the class to describe what they can see and have a guess at what it might be. **2- Match the verbs to the photos. Which of these are in Adam's conversation?** Ask a different student to read each of the verb phrases to the class. Check they understand them and refer to the *Glossary* of the book if necessary. **3- Read the text again and answer the questions.** Read through the questions as a class and check for understanding. **4- Work in pairs. Discuss.** The speech bubble icon in the Student's Book denotes a critical thinking exercise, encouraging students to question and challenge what they know and learn **WB** **1- Circle the correct words.** **2- Match to make sentences.** **3- Complete the sentences with the correct form of these verbs.** **4- What are people in your family doing at the moment?** **Assessment:** Oral questions: Written Exercises:	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:WB page 96

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Unit 4 " We're using technology "

Lesson (3) SB Pages (38 and 39) WB page 97

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To identify key details in short, familiar texts. • To form and use the basic verb tenses (present continuous). • To identify gist and main idea(s) in short listening texts. • To express facts.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: website garden dancer **Structures:** To form questions and negative sentences in the present continuous	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What are you doing now? **Presentation:** 1- Listen to the conversation between two sisters. What is Randa doing? Draw students' attention to the photo of the two girls and elicit what they are doing. (They are talking on the phone.) 2- Listen again and take notes. Then write sentences about what the family is doing. Read the instruction with the class. Look at the photos with the class and decide who the people are. 3- Ask and answer the questions in pairs. 4- Now answer the questions about your friend. 5- Read the puzzle. Match the numbers with the people. **WB** 1- Read the conversation between Leila and Judy. 2- Reorder the words to make questions. 3- Now answer the questions in Exercise 2. 4- Read the answers. **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5M 15m 15m 5m

Home Assignment: WB page 97

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Unit 4 " We're using technology "

Lesson (4) SB Page (40) WB page 98

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To skim grade-appropriate text to get the general idea. • To identify key details in short, familiar texts. • To read and respond to short, familiar texts. • Write about likes and dislikes in different topics (Workbook).	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: nature eagle **Structures:** The present continuous (Workbook)	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you have a laptop? **Presentation:** **1- Read about Wael and Mazin. Who has got a laptop?** -Tell students they are going to read two blog posts about two different boys. Ask students to look at the photos and say what each person is doing. Check students' use of the present continuous. **2- Read and complete the table.** 1- Ask the students to read the blog posts again and then complete the table below. 2- When the students have finished, they can compare their answers with a partner. If they have different answers, they can check the text again to see if they can find the correct answers. **WB** **1- Complete the table with the words in the box.** **2- Look at the picture. Complete the text with the words in the box.** **3- Now write a description of this picture.** **4- Which do you like more, nature or technology?** **Assessment:** Oral questions Written Exercise	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (98)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher   Senior teacher   Supervisor   Director



Unit 4 " We're using technology "

Lesson (5) SB Page (41) WB page 99

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To identify key details in short, familiar texts. • To form and use the simple verb tenses (the imperative). • To write a short, informative/explanatory text.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** person tape send icon boil kettle **Structures:** The imperative	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** How do you send a text message? **Presentation:** 1- Read the instructions and put the pictures in the correct order. Draw students' attention to the series of pictures showing a mobile phone. Ask students what they think they show (instructions for how to send a text message). Point out that the pictures are not in the correct order. 2- Complete the text. -Read through the language box with the class. Then ask students to look back at the text in Exercise 1 and ask students which words in the text are imperatives (*tap*, *write*). 3- In pairs, make instructions for how to make a cup of tea. You can use these words to help you. **WB** 1- Read and correct the underlined words. 2- How do you send a text message? 3- Complete the sentences with the words in the box. 4- Now write instructions for how to make a cup of tea. **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:. WB Page (99)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**

Unit 4 " We're using technology "

Lesson (6) SB Page (42) WB page 100

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Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To identify key details in short, familiar texts. • To write short, informative texts • To form and use the simple verb tenses (the imperative). • To express facts and points of view.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: password secret **Structures:** To form and use negative imperatives	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you know about facebook? **Presentation:** **1- Work in pairs. Complete the table with this advice. Can you add any sentences?** - Read the table heading "Stay safe when you use technology" to the class and elicit any ideas around what it means. **2- In pairs, make a poster about how to stay safe online.** 1- Review positive and negative imperatives with the students and write examples on the board for weaker classes. 2- Put students into pairs. Stronger classes can work through the three stages independently. Otherwise, brainstorm the bulleted points with the class and write ideas on the board. **WB** **1- Complete the crossword.** **2- Write these sentences as negatives. Tick ( ) the negative sentences you agree with.** **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:WB page 100

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher senior teacher supervisor Director



Unit 4 " We're using technology "

Lesson (7) SB Page (43) WB page 101

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To review and practise the vocabulary and structures of the unit. • To write a paragraph about online safety (Workbook).	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** No new vocabulary **Structures:** No new Structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you remember about technology? **Presentation:** **1- Look and say what these objects are.** - Before students open the books, brainstorm technology and nature words from the unit. Write two headings on the board (Technology and nature) and elicit examples of each to write in the columns. **2- What technology do you use? Work in pairs. Discuss.** - Students can stay in the same pairs as in Exercise 1. Alternatively, put students into groups of three. **3- Ask and answer questions. Guess who your partner is thinking of.** **WB** **1- Match to make words for technology. Which is one word?** **2- Complete the dialogue with these words.** **3- Answer the questions for you.** **4- Write a paragraph about how you stay safe online.** classroom. **Assessment:** Oral questions Written Exercises	*Teacher's preparation book* *Students' note books* *Student's' activity books*	5m 15m 15m 5m

Home Assignment:WB Page (101)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher senior teacher supervisor Director



Unit 5 " Holidays"

Lesson (1) SB Pages (44 and 45) WB page (102)

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To read a range of high-frequency words and short, simple sentences. • To recall information from experiences or gather information from provided sources to answer a question. • To identify gist in short listening texts • To ask and answer questions in order to get information. • To pronounce familiar words with some accuracy. • To write short, informative/explanatory texts	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** beach cave desert forest jungle lake mountain river sea waterfall **Structures:** • The present simple	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What did you spend your last holiday? **Presentation:** **1- Write the words from the Quiz in the correct place.** Ask students to look at the four headings and the example. Explain that they have to write the words from the quiz into the correct place. Students work together in pairs. **2- Work in groups to search for examples of these places.** Draw students' attention to the picture and elicit the correct word (cave). Then ask them to look at the boy's example in the speech bubble. **3- Listen to Taha and his sister playing a game. Can you guess the places?** **4- Listen again and check your answers.** **5- Think of some more places. Play the game with a partner.** **6- Talk about the places on page 44.** **WB** **1- Label the map with the words in the box.** **2- Look at the map. Where would you like to go? Where would you not like to go? Why? Use expressions from Student's Book page 47.** **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:WB page 102

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher **Senior teacher** **Supervisor** **Director**



Unit 5 " Holidays"

Lesson (2) SB Pages (46 and 47) WB page 103

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To use context to confirm or self-correct word recognition, rereading as necessary. • To identify key details in short, familiar texts. • To form and use regular and irregular verbs (past simple). • To express facts • To write short, informative/explanatory texts.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: climb a mountain eat delicious food go in a cave have a picnic make a sandcastle play games ride a bike see a camel sleep in a tent swim in a lake visit family **Structures:** To practise using the past simple.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Did you sleep in the tent? **Presentation:** **1- Review the vocabulary from Lesson 1** 2- Which activities can you see in the photos? Ask students what they can see in each photo. 3- Look and read. Match the photos with the descriptions. Students read the descriptions of Sayed's holiday photos and match the photos with the descriptions. 4 -Read the text again and circle the correct words. 5- Read and complete the table. 6- Find and underline the past simple form of these verbs in the holiday descriptions in Exercise 3. 7- Work in pairs. Use the verbs in Exercise 6 and make sentences about your holiday. **WB** 1- Write the words. Use all the letters. 2- Complete the sentences with the past simple. 3- Write these sentences using the past simple. 4- Write a paragraph about last weekend. **Assessment:** Oral questions: Written Exercises:	Teacher's preparation book Students' note books Student's' activity books	**5 m** 15 m 15 m 5 m

Home Assignment: WB page 103

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Unit 5 " Holidays"

Lesson (3) SB Pages (48 and 49) WB page 104

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To identify gist and main ideas in listening texts. • To express facts. • To show limited awareness of rising and falling intonation for *wh-* and \es□no questions. • To write short, informative texts. • To form and use regular and irregular verbs.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: buy camp castle dolphin holiday flat hotel flag souvenir view **Structures:** To use the past simple	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Have you ever seen a dolphin? **Presentation:** 1- Look at the photos. Guess the answers. Draw students' attention to Yunis. Ask what they think was great about his holiday. talk about his / her own hobbies. 2- Listen and check your answers to Exercise 1. Tell students they are going to hear Yunis talking to his friend, Hatem, about his holiday. 3- Listen again. Choose the correct photo. 4- Work in pairs. Find these things in the photos. 5- Complete the past simple questions with the correct form of the verbs in brackets. 6-Work in pairs. Ask and answer the questions in Exercise 5. 7- Ask and answer questions about your last holiday. **WB** 1- Read and match the words with their meanings. 2- Reorder the words to make questions. 3- Listen and check your answers to Exercise 2. 4- Now answer the questions in Exercise 2. **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5M 15m 15m 5m

Home Assignment:WB page 104

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher | Senior teacher | Supervisor | Director



Unit 5 " Holidays"

Lesson (4) SB Page (50) WB page 105

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To identify a text type from its format and appearance. • To skim grade - appropriate text to get the general idea. • To use glossaries and beginner's dictionaries to determine or clarify the meaning of words and phrases. • To identify key details in short, familiar texts. • To write a short, informative text. • To recall information from experiences or gather information from provided sources to answer a question.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: course castle Queen souvenirs view **Structures:** To use the past simple	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you like travelling abroad? **Presentation:** 1- Read the text quickly and answer the questions in pairs. Before opening the book, brainstorm what the students known about London and write the ideas on the board again and reorder the pictures. 2- Read again and answer the questions. Write full sentences. Ask the students to read the text more carefully and answer the questions. Draw their attention to the example, and ask a volunteer to read out the section of text which answers the question. **WB** 1- Complete the email with the past simple form of the verbs in brackets. 2- Answer the questions about Andy's email. 3- Answer Andy's question: What did you do last summer? Think about: **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (105)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director



Unit 5 " Holidays"

Lesson (5) SB Page (51) WB page 106

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To identify gist in short listening texts (both informative and literary texts). • To write short, informative texts. • To express how he/she is feeling using basic expressions. • To pronounce familiar words with some accuracy. • To express facts and points of view. • To explain orally verbal and non-verbal, age - appropriate texts, eg signs.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** How exciting! Really? Oh dear! Wow! That's interesting! Oh no! What a pity! **Structures:** To use the past simple	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Did you go to the beach last summer? **Presentation:** **1- Listen. What ate Mazin's ice cream?** Ask students to look at the four pictures and elicit what they can see in each one. Elicit what the Zzzzs mean in picture b (someone/something is asleep).. **2- Listen again and put these pictures in the correct order.** Ask students which order they think the pictures are in in the story. **3- Match the responses from the listening to the correct emotion.** **4- Listen again and repeat the expressions in Exercise 3.** **5- Work in pairs. Take turns to be A and B.** **WB** **1- Complete the sentences with a word from the box.** **2- Reply to the following using expressions from Exercise 1.** **3- Draw a sign for a rule that tourists should follow.** **4- Answer the questions about Heidi.** **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:. WB Page (106)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Unit 5 " Holidays"

Lesson (6) SB Page (52) WB page 107

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Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To skim grade - appropriate text to get the general idea. • To use glossaries and beginner's dictionaries to determine or clarify the meaning of words and phrases. • To identify key details in short, familiar texts. • To form and use the simple verb tenses. • To write short, informative/explanatory texts.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: snails tower for example **Structures:** To practise using the past simple	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you know about Paris? **Presentation:** 1- Look at the photo. Do you know where it is? 1- Point to the photo of the Eiffel Tower and ask where it is. Ask what other things the students know about Paris or France (the other pictures show bread, snails, and Pacarons – a French sweet). 2 Ask whether anyone has been to Paris or France and what they saw and did there. 2- Read Fatma's email. Find: Before students do the exercise, draw their attention to the words in bold in the text. 3- Write an email about a holiday. Answer the questions and give some examples. Read through the questions with the students and ask them to make notes to answer them. Point out that the holiday can be one they have had at any time in their life. **WB** 1- Complete the sentences with examples. 2- Put the email into the correct order. 3- Write an email about a journey. **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:WB page 107

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher senior teacher supervisor Director



Unit 5 " Holidays"

Lesson (7) SB Page (53) WB page 108

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To review and use the vocabulary and structures of the unit. • To pronounce familiar words with some accuracy. • To write sentences answering personal questions (Workbook).	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** No new vocabulary **Structures:** No new Structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Where did you spend your last holiday? **Presentation:** **1- Describe something in the picture to your partner. Do not say its name. What is it?** 1 Before students open the books, elicit the places they learned in lesson one. Prompt them with one of the words, e.g. cave. **2- Complete the sentences with the past simple form of these verbs.** 1 Ask students to look at the verbs and elicit the past simple forms. Ask Which verbs are regular? (climbed, played, visited). **3- Complete the sentences with the past simple form of the verbs in brackets.** **4- Write the questions. Then answer them in your notebook.** **WB** 1- Write the words for the pictures. 2- Complete the answers, then match the questions and answers. 3- Answer the questions about you. **Assessment:** Oral questions Written Exercises	*Teacher's preparation book* *Students' note books* *Student's' activity books*	5m 15m 15m 5m

Home Assignment:WB Page (108)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **senior teacher** **supervisor** **Director**



Unit 6 " Let's eat! "

Day	Date	Period	Class

Lesson (1) SB Pages (54 and 55) WB page 109

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To read a range of high-frequency words and read short, simple sentences • To recall information from experiences or gather information from provided sources to answer a question. • To identify gist and main idea(s) in short listening texts (both informative and literary texts). • To pronounce familiar words with some accuracy • Explain orally verbal and non-verbal age-appropriate texts e.g. pictures and photos • To write informative/explanatory texts • To write about likes and dislikes in different topics	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: biscuits cheese crisps figs hummus nuts olives peppers raisins salad salt sugar **Structures:** countable and uncountable nouns; some and any	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What's your favourite food? **Presentation:** **1- Look at the photos on page 54 and complete the table.** Ask students to look at the table and the examples. Ask them to talk in pairs or small groups about what *countable* and *uncountable* mean. **2- Listen to Nadia and her brother Omar. Which two things do they not have?** Tell students that Nadia and her brother are going to make lunch and they are talking about what they have and do not have. **3- Read and circle the correct words. Listen again and check.** **4- Play the game with a partner. Ask and answer questions.** **5- Write a description of one of the pictures from Exercise 4.** **WB** **1- Write the words correctly.** **2- Which of the food in Exercise 1 do you like? Which don't you like?** **3- Complete the sentences with *is/are, some* or *any*.** **Assessment:** **Oral questions:** **Written Exercises:**	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:WB page 109

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher **Senior teacher** **Supervisor** **Director**



Unit 6 " Let's eat! "

Lesson (2) SB Pages (65 and 57) WB page 110

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To use context to confirm or self-correct word recognition, rereading as necessary. • Skim grade appropriate text to get the general idea. • To identify key details in short, familiar texts. • To interpret non-verbal reading texts (a recipe). • Express facts and points of view.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: add boil cinnamon cup fridge raisins saucepan stir teaspoon **Structures:** a lot of, enough, too much, too many.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you like rice pudding? **Presentation:** **1- Look at the photo and the recipe and answer the questions.** Ask students to look at the photo and ask what it is and what it's made from. **2- Read the recipe and put these pictures in the correct order.** Ask students what they can see in each picture. **3- Look at the words in bold in Exercise 2. Which can you see in the pictures? Then complete the table.** **4- Read the reviews of the recipe. Who did not like it?** **5- Read the reviews again. Are these sentences true (T) or false (F)?** **6- Work in pairs. Look at the photos and use the table to make sentences.** **WB** **1- Choose the correct answer from a, b, c or d.** **2- Read and correct the sentences.** **3- Complete the text with a *lot of, enough, too much or too many.*** **Assessment:** Oral questions: Written Exercises:	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:WB page 110

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Unit 6 " Let's eat! "

Lesson (3) SB Pages (58 and 59) WB page 111

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To read a range of high-frequency words and CVC words, and read short, simple sentences. • To skim grade-appropriate text to get the general idea. • To read and respond to short, explanatory texts. • To express facts and points of view. • To explain orally verbal and non-verbal age-appropriate texts e.g. charts.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: a piece of cake chocolate fruit juice fat **Structures:** should and shouldn't for advice **Life skills:** Problem-solving; identify a problem and suggest solutions	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Should we eat a lot of fish? **Presentation:** 1- Look at the photos and read the introduction. What does the article give advice on? Draw students' attention to the photos and elicit the vocabulary. 2- Complete the sentences with the words from the article. Ask students to read the example and then read the text again carefully to complete the exercise. 3- Read the article again and complete the diagram. 4- Think of four more types of food and add them to the diagram. 5- Ask and answer the questions in pairs. 6- Complete the sentences with *should* or *should not.* 7- Listen to the interview and check your answers to Exercise 6. **WB** 1- Complete the table. Can you add more words? 2- Complete the sentences with the correct words. 3- Choose the correct words. 4 -Complete the advice with *should* or *shouldn't.* **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5M 15m 15m 5m

Home Assignment:WB page 111

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director



Unit 6 " Let's eat! "

Lesson (4) SB Page (60) WB page 112

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To skim grade-appropriate text to get the general idea. • To use beginner's dictionaries to determine or clarify the meaning of words and phrases. • To identify key details in short, familiar texts. • To read a range of high-frequency words and CVC words, and read short, simple sentences. • To write a short, informative text. • To write about likes and dislikes on different topics (Workbook). • To explain orally verbal and non-verbal age-appropriate texts e.g. maps (Workbook)	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: amazing delicious great healthy Kenya Morocco wonderful Zimbabwe **Structures:** - What food can you see? - Which countries do you think they are from? - Which would you like to try?	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What's your favourite dish? **Presentation:** 1- What food can you see? Which countries do you think they are from? Which would you like to try? 1 Before opening the book, brainstorm the food from Lesson 3. 2- Read the descriptions and check your answers to Exercise 1. Ask the students to read the text and find the answers to Exercise 1. 3- Read the text again. Are these sentences true (T) or false (F)? 4- Read again and complete the table. 5- Work in pairs. Discuss your favourite food. What is in it? How can you describe it? **WB** 1- Complete the map with these countries. 2- Listen and tick (√) the ingredients for shepherd's pie. 3- Complete the table. 4- Write about your favorite food. Use ideas from Student's Book page 60. **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (112)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director



Unit 6 " Let's eat! "

Lesson (5) SB Page (61) WB page 113

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To identify gist in short listening texts (both informative and literary texts) • To read a range of high-frequency words and CVC words, and read short, simple sentences • To interpret non-verbal reading texts (menus) • To pronounce familiar words with some accuracy • To ask and answer questions in order to seek help, get information or clarify something that is not understood • To express points of view and aspirations • To explain orally verbal and non-verbal age-appropriate texts e.g. menus • To identify different stress positions in words	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: chicken customer waiter **Structures:** - I'd like ... - Small or large? - What would you like? - Is that everything? - We've got ... - That's ... pounds. - Have you got any ... ?	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you like chicken? **Presentation:** **1- Listen to the people in a café. Tick (√) the food that the customer buys.** Elicit the food and drink that the students have learned in the unit so far. **2- Listen again and put these phrases in the order that you hear them.** Ask students to look at the phrases and predict the order in which they will hear them. **3- Work in pairs. Take turns to be A and B.** 1 'raw students' attention to the menu and ask them to read it. Check they know all of the words. **WB** **1- Put the dialogue in the correct order.** **2- Now complete your own menu.** **3- Choose things from your menu to complete the dialogue.** **4- Practise reading your dialogue. Find a partner to practise with.** **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:. WB Page (113)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Unit 6 " Let's eat! "

Lesson (6) SB Page (62) WB page 114

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To skim grade-appropriate text to get the general idea. • Read a range of high-frequency words and CVC words, and read short, simple sentences • To identify key details in short, familiar texts. • To identify a text type from its format and appearance e.g. Headings and sub-headings. • To express facts and points of view. • To write about likes and dislikes on different topics. • To demonstrate command of using topic and supporting sentences in writing short review	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: No new vocabulary **Structures:** • Use a topic sentence, e.g. *I want to write about an amazing meal.* • Use supporting sentences, e.g. *My cousins took us to a café for lunch. It was near the beach. I had my favourite meal, koshari. It was delicious.*	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you like biscuits? **Presentation:** **1- Read the review. What did Sara like most about her visit?** Ask students to look at the photos and say what they can see (from top: chicken with rice, cakes, fish with olives and salad). **2- Read the review again and answer the questions.** Ask students to read the text again. **3- Write a review of a café (it does not have to be real).** 1- Ask students to read the *Writing tip* 2- Ask them to read it silently for a minute and discuss it in small groups. **WB** **1- Put the article in the correct order.** **2- Read this review. Circle the topic sentence. Underline the supporting sentences.** **3- Write a review of a meal you remember.** **Assessment:** Oral questions Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:WB page 114

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **senior teacher** **supervisor** **Director**



Unit 6 " Let's eat! "

Lesson (7) SB Page (63) WB page 115

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To review and use the vocabulary and structures of the unit. • To pronounce familiar words with some accuracy. • To write a recipe (Project). • To write sentences about how to be healthy (Workbook).	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** No new vocabulary **Structures:** No new Structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you remember about healthy food? **Presentation:** 1- Match the food with the photos. Ask students to look at the words in the box. Point to each one in turn and elicit the pronunciation. 2- Is the food in Exercise 1 countable (C) or uncountable (U)? Ask students to look at the example in Exercise 1. 3- Read and circle the correct words. Ask students to look at the example and explain why the circled answer is correct (*too Pan* is negative, and the speaker wouldn't say they liked the biscuits if there was too much of something in it) 4- Work in pairs. Give advice using *should, shouldn't* and these words. **WB** 1- Complete the diagram with these words. 2- Choose the correct answer. 3- Read and correct the mistakes in these sentences. 4- Write a paragraph about a healthy meal you had. **Assessment:** Oral questions Written Exercises	*Teacher's preparation book* *Students' note books* *Student's' activity books*	5m 15m 15m 5m

Home Assignment:WB page 115

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher senior teacher supervisor Director



Review B

Lesson (1) SB Page (64) WB Page (116)

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To read a range of high-frequency words and CVC words, and read short, simple sentences. • To skim grade-appropriate text to get the general idea. • To interpret non-verbal reading texts (charts and tables). • To identify key details in short familiar texts.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** **No New vocabulary** **Structures:** Revision of language from Units 4–6	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Where do you go in *Sham El-Nassim*? **Presentation:** **1- Match paragraphs 1–4 with the headings a–d.** Write *Sham El-Nassim* on the board and ask students to say in English what happens at that time. **2- Read the text again and choose the correct words.** 1 Ask students to look at the words in the options and check that they understand the task. **3- Complete the diagram with words and phrases from the text.** Ask students to look at the three topics and examples. Ask a stronger student to explain what they have to do. **WB** **1- Listen and match each speaker with what they are doing.** **2- Listen again and circle the correct answer.** **3- Read the email and complete Judy's shopping list.** **4- Judy lost Mona's email.** **Assessment:** **Oral questions:** **Written Exercises:**	Teacher's preparation book Students' note books Student's' activity books	

Home Assignment: wB Page (116)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**

Review B

Day	Date	Period	Class

Lesson (2) SB Page (65) WB Page (117)

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To read a range of high-frequency words and CVC words, and read short, simple sentences. • To form and use regular and irregular verbs (past tenses) • To use the simple verb tenses. • To react to a short listening text, giving an opinion (Workbook). • To identify different stress positions in words (Workbook) • To express facts and points of view • To write short informative/explanatory texts in which they simply introduce the topic (Workbook)	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: **No New vocabulary** **Structures:** Revision of language from Units 4–6	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you like pancakes? **Presentation:** **1- Listen and number the pictures in the correct order.** 1 Ask students to look at the pictures and ask them what they think the recipe is for (pancakes). **2- Choose the correct words.** Ask students to look at the example and explain what they have to do. **3- Say the past tense of these verbs. Are they regular or irregular?** **4- Work in pairs. Complete the dialogue. Then practise reading it.** **WB** **5- Complete the sentences with the correct words in the box.** **6- Complete the sentences with the correct past simple form of the verbs in the box.** **7- What are the people doing?** **8- Write about healthy and unhealthy food.** **Assessment:** **Oral questions:** **Written Exercises**:	*Teacher's preparation book* *Students' note books* *Student's' activity books*	

Home Assignment: WB Page (117)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**